

MYP: The Next Chapter

Transition period

As you may be aware, the IB is currently reviewing the design of the Middle Years Programme (MYP). Since 1994, over 900 schools worldwide have adopted the MYP as a means of providing an education that recognizes the developmental needs of students aged 11 to 16. The programme provides academic rigour and challenge while also meeting the needs of students in different cultures and educational contexts.

The proposed changes to the MYP seek to enhance these underlying strengths, enable more schools to offer the programme within national and state systems and align it more closely with the other IB programmes in order to provide a coherent educational pathway for students. More information about the review is provided in a paper, *MYP: the next chapter – project report* (October 2011) that has been published on the online curriculum centre (OCC). The paper details the research and work that has been carried out to date.

The planned changes are currently in development and are subject to approval by the IB Board of Governors. Aspects of the proposed changes are currently being piloted and final decisions concerning these areas will be taken as the outcomes of these pilots become clear.

The transition for schools to the revised MYP will be a gradual one. Since the revision will build upon the current strengths of the programme, many requirements will remain identical. Where possible changes could significantly affect current requirements for schools, the IB will regard these requirements as pending during the interim period. The information below outlines the areas of proposed changes and specifies which requirements schools are expected to meet at the time of authorization or evaluation in the interim period and which will be pending until the new requirements have been finalized. They also give guidance on how to focus the development of the programme at the school in the interim period, ensuring that the work done at the school will be useful towards meeting the new requirements. The IB appreciates any contributions your school could make to the review by piloting aspects or taking part in curriculum development meetings. To become involved in the project please see invitations on the online curriculum centre (OCC).

Once the new requirements are published in 2014, schools will again be given a transition period to meet the new requirements.

Changes in requirements for authorization and evaluation in the interim period

Proposed area of change	Description of the interim period	Requirements at authorization (numbers refer to the <i>Programme standards and practices</i>)	Requirements at evaluation (numbers refer to the <i>Programme standards and practices</i>)
Areas of interaction to global contexts. Approaches to learning (ATL) to remain.	<p>'The focus of the areas of interaction will be their functioning as contexts for teaching and learning, giving meaning to what is learned through the exploration of real-world issues and providing a framework for student inquiry' (<i>MYP From principles into practice</i>, p.21). This use of the areas of interaction can transition smoothly to the use of global contexts. ATL will remain and will be further emphasized and developed.</p> <p>What remains: The current use of the areas of interaction as contexts could lead smoothly into the new situation and will remain a requirement. ATL will retain its role in the unit planning process and it remains a requirement to develop student learning expectations for ATL.</p> <p>What changes: The requirement for developing student learning expectations for the areas of interaction other than ATL will be on hold in the interim period.</p> <p>Pending the changes, schools will not be asked to develop or submit horizontal planning documents for ATL.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Use of areas of interaction as contexts for teaching and learning (A3.b, C3.1b) • Provision of resources to support teachers in developing areas of interaction as context for teaching and learning (B1.5e) • Planning of student learning expectations for ATL must be in progress (C2.1c) <p>Not required in the interim:</p> <ul style="list-style-type: none"> • Development of student learning expectations for the areas of interaction other than ATL (C2.1c) • Development of horizontal planning for ATL (C2.1c) 	<p>Required:</p> <ul style="list-style-type: none"> • Use of areas of interaction as contexts for teaching and learning (A3.b, C3.1b) • Provision of resources to support teachers in developing areas of interaction as context for teaching and learning (B1.5e) • Student learning expectations for ATL have been developed (C2.1c) <p>Not required in the interim:</p> <ul style="list-style-type: none"> • Student learning expectations for the areas of interaction other than ATL (C2.1c) • Horizontal planning for ATL (C2.1c)
Community and service: defining involvement in service	<p>With the possible replacement of the areas of interaction with global contexts, the place and structure of student involvement in service or action would need to be re-defined, but the current requirements will provide a basis.</p> <p>What remains: In the transition period, the requirements for the schools will remain the same:</p> <ul style="list-style-type: none"> • The curriculum defines expectations for involvement in service in each year of the programme. • Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring. 	<p><i>This area does not need to be in place at the time of authorization but should be in progress.</i></p>	<p>Required:</p> <ul style="list-style-type: none"> • The curriculum defines expectations for involvement in service in each year of the programme. (C2.1f) • Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring. (C3.1d)

Proposed area of change	Description of the interim period	Requirements at authorization (numbers refer to the <i>Programme standards and practices</i>)	Requirements at evaluation (numbers refer to the <i>Programme standards and practices</i>)
	What changes: No changes for the interim period.		
Unit planning process to include global contexts, key concepts and related concepts	<p>What remains: The development of the unit planning process remains useful and necessary for schools as the proposed new process mirrors it closely with contexts to be broadened and more support provided in determining concepts.</p> <p>What changes: The new guides will start including elements of the new process.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Use of unit planning process (C1.1b, C2.1d) 	<p>Required:</p> <ul style="list-style-type: none"> • Use of unit planning process (C1.1b, C2.1d, C2.4a)
Mandated interim objectives and modified criteria	<p>What remains: Teachers should be aware that the final objectives and criteria are intended for use only in the final year(s).</p> <p>What changes: Interim objectives and modified criteria are being developed by the IB for each subject group so that schools would not be required to develop their own.</p>	<p>Not required in the interim:</p> <ul style="list-style-type: none"> • Development of school interim objectives. The use of the IB published interim objectives, is highly recommended (C2.1b) • Development of school modified criteria is not required but still recommended (C4.1b) 	<p>Not required in the interim:</p> <ul style="list-style-type: none"> • Development of school interim objectives. The school should, however, be using interim objectives that have already been developed (or IB published interim objectives) (C2.1b) • Development of school modified criteria. The school should, however, be using modified criteria that they have already developed (C4.1b)
Assessment criteria	<p>What remains: The assessment criteria will be revised, but it will remain a requirement for the school to use the current criteria from the guides.</p> <p>What changes: No changes for the interim period.</p>	<p>Required</p> <ul style="list-style-type: none"> • Student work is assessed according to the MYP criteria (C4.1a, C4.1b) 	<p>Required</p> <ul style="list-style-type: none"> • Student work is assessed according to the MYP criteria (C4.1a, C4.1b, C4.1c)
Flexibility in MYP years 4-5	<p>The possibility is being investigated to allow student choice for six out of eight subject groups in MYP years 4-5 (with the requirement that Language B or a second language A is part of the six chosen subject groups).</p> <p>What remains:</p> <ul style="list-style-type: none"> • In the transition period schools will be expected to offer the eight subject groups in MYP years 4-5. • Schools can still apply for curriculum flexibility during the transition period, except for Language B. 	<p>Required:</p> <ul style="list-style-type: none"> • Schools are expected to offer the eight subject groups to all students in all years of the programme for a minimum of 50 hours per subject group per year. (B2.10a) • Schools can apply for curriculum flexibility in MYP4-5 as necessary, except for 	<p>Required:</p> <ul style="list-style-type: none"> • Schools are expected to continue offering the eight subject groups to all students in all years of the programme for a minimum of 50 hours per subject group per year. (B2.10a) • If the school has been approved for curriculum flexibility, the requirements must be met. • Schools can apply for curriculum

Proposed area of change	Description of the interim period	Requirements at authorization (numbers refer to the <i>Programme standards and practices</i>)	Requirements at evaluation (numbers refer to the <i>Programme standards and practices</i>)
	What changes: For schools where significant additional investments would be required before 2014 in order to meet this requirement, the IB office will review the situation on a case-by-case basis. Schools need to be aware that no decision has been taken as yet and that the requirement of eight subject groups might be part of the MYP in 2014.	Language B. (B2.10a) Interim measure: <ul style="list-style-type: none"> For schools where significant additional investments would be required before 2014 in order to meet this requirement, the IB office will review the situation on a case-by-case basis for the interim period. 	flexibility in MYP years 4-5 as necessary, except for Language B. (B2.10a) <ul style="list-style-type: none"> Schools are expected to maintain sustained learning in each subject group throughout the years of the programme. In the case of schools with local/state/national constraints two subject groups (except language B) may be offered as semester courses in each year of the programme (B2.10b) Interim measure: <ul style="list-style-type: none"> For schools where significant additional investments would be required before 2014 in order to continue meeting the above requirements, the IB office will review the situation on a case-by-case basis for the interim period.

Changes in subject groups

Areas of change	Description of the transition for MYP candidate schools	Description of the transition for MYP IB World schools
Language B	Start with the implementation of the current unit planner as that will still be closely aligned with the new one, focusing on conceptual understanding and contexts. November 2011: Support material has been posted on the OCC concerning the new structuring of language B in phases. Schools can start thinking about how to implement these structures in their situation. March 2012: The new guide will be published and schools can send teachers to training to start its implementation.	November 2011: Support material has been on the OCC concerning the new structuring of language B in phases. Schools can start thinking about how to implement these structures in their situation. March 2012: The new guide will be published and schools can send teachers to training to start its implementation.

	Schools applying for authorization from September 2013 onwards should meet the requirements as listed in the next column.	
Humanities	<p>Start with the implementation of the current unit planner as that will still be closely aligned with the new one, focusing on conceptual understanding and contexts.</p> <p>March 2012: The new guide & TSM will be published and schools can send teachers to training to start its implementation.</p> <p>Schools applying for authorization from September 2013 onwards should meet the requirements as listed in the next column.</p>	March 2012: The new guide & TSM will be published and schools can send teachers to training to start its implementation.
Other subject groups	Use the current guides for the development of curriculum. New elements regarding the use of key and related concepts, the use of global contexts and the revised unit planner will be introduced gradually.	

Changes in supporting documents

For the *Application for authorization*

The 2 documents below, in the section 'Curriculum' will not be required in the interim period:

A description of the process by which the school is developing the student learning expectations for each area of interaction to show progression through the MYP years. The student learning expectations that have been developed up to this point should be included.	Only required for ATL in the interim period
A description (approximately two pages) of the progress and plans that the school has made with regard to horizontal planning of approaches to learning	Not required in the interim period

For the evaluation *Self-study questionnaire*

The 2 documents below, in the section 'Curriculum' will not be required in the interim period:

Student learning expectations for each area of interaction to show progression through the MYP years	Only required for ATL in the interim period
Horizontal planning of approaches to learning (ATL)	Not required in the interim period

Planning of professional development to support the transition

Year	Plans
2012	<ul style="list-style-type: none"> • Introduction of concepts in curriculum planning, further continuum alignment and information about the transition period into category 1 and 2 workshops and into the mandatory on-site workshop for 'new' candidate schools (from April 2011). • Modification of current category 3 workshops to align with the transition. • From March 2012, subject specific seminars on the new Language B and Humanities guides.
2013	<ul style="list-style-type: none"> • Introduction of global contexts and new unit planning process into category 1 and 2 workshops and into the mandatory on-site workshop for 'new' candidate schools (from April 2011). • Modification of current category 3 workshops to align with the transition. • New category 3 workshops on transitioning from areas of interaction to global contexts and from the current to the new unit planner including seminars to assist school leaders in ushering in changes.
2014	<ul style="list-style-type: none"> • All category 1 and 2 online and face-to-face workshops aligned with published changes. • All category 3 online and face-to-face workshops aligned with published changes.

Potential changes in final assessment

	Current	Potential future model
Monitoring of assessment	<ul style="list-style-type: none"> • Service to schools providing feedback on assessment. • Requirement at the time of evaluation. 	<ul style="list-style-type: none"> • No change
Moderation	<ul style="list-style-type: none"> • Optional service resulting in standardized student grades in all subjects and the personal project. • Students receive a Record of Achievement. 	<ul style="list-style-type: none"> • Mandatory moderation of the personal project resulting in a grade for all MYP year 5 students. • Moderation for subject groups to be phased out.
External summative assessment	<ul style="list-style-type: none"> • Does not exist 	<ul style="list-style-type: none"> • Optional summative e-assessment resulting in grades for the subjects together with an overarching graded interdisciplinary task (see <i>MYP: the next chapter – project report</i> (Oct 2011) on the OCC)
MYP Certificate	<ul style="list-style-type: none"> • Based on optional moderation. 	<ul style="list-style-type: none"> • Based on an optional summative e-assessment
Certificate of participation	<ul style="list-style-type: none"> • Does not exist 	<ul style="list-style-type: none"> • Based on mandatory moderation of the personal

		project, all MYP year 5 students will receive a certificate of participation with a grade for the personal project.
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